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ABSTRACT

Statistics are provided on U.S. students overseas, with data coming from the Study Abroad Survey, a survey of 2,896 accredited U.S. institutions of higher education with 1,898 responding for a 65% response rate. Details are provided on the characteristics and destinations of the 48,483 students abroad. Reasons for the increase in study abroad include a desire among American youth in the 1970s and 1980s to understand a world and network of international relationships offering exciting opportunities and perils, the increasing strength of the American dollar against foreign currencies, and a softening of U.S. cultural attitudes toward foreign lands. Obstacles to such study include doubts about the academic rigor of such programs, suspicion about non-academic motives of program promoters, and regret at loss of time spent on the home campus. The predominant direction of student mobility in the world today is from Third World countries to the host countries of the West. Important outflows from the western countries are also occurring, but data have been scarce about U.S. students overseas. This study provides statistics on world region (with the vast majority of study abroad students in Western Europe); leading countries (with the highest being the United Kingdom, France, Spain, and Italy); field of study (led by liberal arts and foreign languages); duration of study (more than one-third staying for one semester); and gender (two-thirds female). Statistical data are provided on university name, city, and study abroad student count. (SM)

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# STATISTICS ON STUDY ABROAD, 1985-86

Edited by MARIANTHI ZIKOPOULOS

Introduction by CRAUFURD D. GOODWIN

Institute of International Education

2

# U.S. Students Abroad

IIE Research Report Number 16

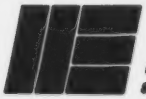
# U.S. Students Abroad

STATISTICS ON STUDY ABROAD, 1985/86

Edited by MARIANTHI ZIKOPOULOS

Introduction by CRAUFURD D. GOODWIN

The Institute gratefully acknowledges special grant support from the United States Information Agency for the implementation of the Study Abroad Survey.



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# Introduction

This new publication documents the growth of one of the most vibrant segments of American academic life in recent years — study abroad, or the movement of American students in pursuit of education overseas. Everyone who has examined this phenomenon has been impressed if not startled by its vigor and dynamism. Whereas for decades study abroad was a quiet backwater now it is the crest of a wave. Here for the first time, data are presented to portray the picture accurately and begin the construction of time series that will record the evolution of study abroad through the years to come.

Even though it is not possible now to specify with confidence the precise magnitude of the growth of study abroad in recent years, few doubt that it has been very great. The obvious question, then, is why this growth? Several reasons suggest themselves. The first and most important is that a new yearning has arisen among American youth in the 1970s and 1980s to understand, and even to help shape, a world and a network of international relationships that offer immensely exciting opportunities on the one hand but terrifying perils on the other. It appears that the education offered in our schools and colleges on our domestic campuses does not respond fully to this yearning to understand in a fashion that is satisfactory to our students. They must see, and feel, for themselves. It is important to note that this explanation for the growth of study abroad rests on the perception of a self-generated demand within our students. No professor tells them to go see the world, nor does a potential employer say they will find a better job if they do so. They have simply concluded themselves that overseas experience is important, and they hit the road.

The second reason for growth of study abroad has been, at least until recently, the increasing strength of the American dollar against foreign currencies. This reduced the real cost of an overseas education during the

1970s and early 1980s. Combined with a rapid escalation of tuition charges and other costs of American colleges and universities, the comparative economic advantage of time spent overseas grew significantly.

Thirdly, by the late 1970s and 1980s one could detect a softening of U.S. cultural attitudes toward foreign lands and unfamiliar peoples. This is reflected in student enthusiasm for study abroad. After the humiliation of the Southeast Asian war and a period of anger at the seeming ingratitude of allies and recipients of postwar aid, America regained its characteristic enthusiasm for foreign experience. Supplementing this softening attitude toward the world by the 1970s were the increased attention paid by the American media to world affairs (from local wars to famines and political change) and the vastly improved ease of international travel. Not only did Paris or Tokyo or Istanbul become relatively familiar to American students from repeated exposure on the television screen, but they were able inexpensively to hop a 747 to all these places at low excursion fares.

A significant factor in the rise to great popularity of study abroad by the late 1970s and 1980s may have been a generational one. The parents of the large waves of students flowing overseas during these years grew to maturity during the early years of American international leadership twenty-five years before. Many served in the military in World War II or the Korean War, and the most devoted internationalists among them had served as Peace Corps volunteers. It was only natural for such parents to encourage their children to follow in their footsteps and experience the world first-hand.

The growth of study abroad on U.S. campuses has not been without some obstacles. While students, parents, and academic administrators have in general been supportive of the movement, some faculty, in particular, have expressed skepticism, and even antagonism toward it. Their opposition to study abroad rests on several grounds: doubts about the academic rigor and respectability of some programs, suspicion about the "non-academic" motives of the program promoters, regret at loss of time spent on the home campus, and a sense that in study abroad control of the academic process may be slipping away from the faculty into the hands of administrators. Study abroad has also become entangled in some of the most heated controversies surrounding educational reform. Questions have been asked about whether a foreign experience neces-

sarily contributes either to a liberal education or to technical training. There have been questions also about the legitimacy of the wide range of choice typically provided to the student overseas.

In the explorations that Michael Nacht and I conducted in 1986 into the evolution of study abroad in American higher education in recent years, we found a remarkably wide range of objectives, explicit and implicit, for these programs. The goals fall roughly into two categories: educational and practical. One program may, of course, set out to achieve one sub-set of these goals while another will aim at another sub-set, either entirely different, or partly overlapping. Educational and social goals include acquainting a privileged class with an extended range of cultural experience, enlarging the horizons of the intellectual elite, internationalizing an informed citizenry, fulfilling special institutional missions of certain schools, notably church-related ones, exploring the roots of an immigrant culture, rendering fluency in a foreign language through on-site exposure, using the world as a laboratory in subject areas like art history and international relations, knowing ourselves better from a comparative perspective, learning new knowledge and technique from foreigners, and improving international relations and prospects for peace through person-to-person contact.

Practical and administrative objectives of study abroad for the institutions we visited included various combinations of the following goals: attraction of larger enrollments, recruitment of the very best students, responsiveness to the entrepreneurial drives of faculty, fulfillment of the consumer demands of students, provision of a break in a long and uninterrupted undergraduate experience, rendering graduates more marketable to employers and graduate schools, improving the institutional "bottom line" by decreasing costs or increasing revenue, opening up inter-institutional linkages of diverse kinds, positive reactions to government inititiatives in foreign affairs, and use of foreign experience as a technique of institutional renewal.

Faced with such a plethora of goals for study abroad, American higher education has developed a wide range of program instruments, many of which are deployed simultaneously by a single institution. Selection among these instruments depends upon different institutional objectives and styles. Categories of study abroad instruments blur into each other at the edges, but can be specified separately here for illustration. The most rigorous mode of study abroad has been called "total immersion" in the

language, culture and educational system of the host country. Students in this category are prepared thoroughly for an overseas educational experience in the mainstream of a foreign nation but they are expected to carry it through with a minimum of assistance from home. This is an elite approach in which learning to overcome the obstacles to be encountered is perceived as one of the positive gains. Overseas education under this model is a privilege not an entitlement.

An alternative approach to depositing students on their own in a foreign mainstream is to assist them in various ways to take advantage of and survive an overseas experience. Such assistance can include special "schools for foreigners" run by the host country, with an American on-site adviser who guides and intervenes on the students' behalf with local authorities and arranges for course credit back home. A third approach is for the American institution to set up its own programs abroad and more or less duplicate its domestic offerings in an exotic environment. American programs abroad may be integrated in varying degrees into the foreign system. At one extreme stands a set of exchange arrangements presided over by an American faculty member where students take instruction in local institutions. At the other extreme is the self-contained overseas campus or "enclave" complete with living facilities and videotapes of last week's football game on the campus back home.

In the burgeoning growth of study abroad during recent years a remarkable variety of models for American overseas programs has emerged, departing in many cases markedly from the two polar extremes of mainstreaming and enclaving. All kinds of American institutions are now engaged in study abroad, from community colleges to major research universities, operating programs that vary in length from a few weeks to more than a year, from a conventional curriculum to internships. This is an exciting time of experimentation in study abroad, with innumerable new models appearing just as old ones are declining. This yeasty ferment, while presenting a scene of great confusion also reveals great health and life. If the perfection of academic programs involves ultimately a process of survival of the fittest, that is quite natural. Clearly we are now in a period of vigorous variation, to be followed predictably and appropriately by natural selection.

While the 1970s and 1980s were years of unparalleled growth and experimentation for study abroad programs in America they were also times for serious reflection on hard questions that arose. To some extent

these questions were the reflection of larger issues pervading higher education. But they were no less urgent as a consequence. Most of these questions must be resolved by each institution in light of its own constraints and opportunities. They must be faced openly and candidly.

The first question facing institutions is which model or models to adopt for their own circumstances. Should they conduct programs on their own or contract the responsibility to others? Should they enter cooperative or collaborative endeavors? One partial answer to these questions that seems clear is that much may be gained by an institution from using several program models to achieve several institutional objectives. Just as there is no single program style that is right for all institutions, so there may be no single style that is appropriate for all parts of one institution.

A second fundamental question is how discriminating to make study abroad. Should it be a universal entitlement or should it remain a privilege according to one criterion or another? The most widely defended barrier is an intellectual one. Some academics argue strenuously that only the intellectually-gifted can truly benefit from a foreign experience and can fairly represent their American institution and nation overseas. Others respond to this position by observing that there should be no more reason for rationing overseas experience on intellectual grounds than any other part of higher education. Moreover, evidence suggests that the less gifted do indeed benefit from a carefully-constructed foreign exposure, and some may truly be ignited by the experience.

A second common obstacle is the requirement that those studying abroad have a high level of proficiency in the language of the host country. Such proficiency is considered by some essential to a fruitful overseas experience; this typically is the position of language departments. Others argue that the study abroad experience should not be dominated by the use of language competency and the polishing of language skills, and that for students in fields like engineering, the development of fluency in colloquial of "street" language is of key importance.

Discrimination on the basis of economic, racial, ethnic and other conditions may be more subtle than on intellectual grounds and may lie in the design and operation of the program. For example, year-long study abroad carried out at high net cost in a chateau on the Loire may simply by its essence exclude those with low incomes, a cultural heritage in Africa or Asia, a family to support back home, or a physical handicap that rules out climbing ancient stone stairs. Reduction of discrimination in study

abroad on all grounds may require careful planning and expense; the question certainly requires and deserves the institution's full attention.

The third major question facing institutions about study abroad is how to achieve full and mutually beneficial integration of the programs within and across the campus. Marginality to institutional life is perhaps the greatest threat to study abroad anywhere. Integration needs to be accomplished at two levels. Study abroad should be coordinated carefully with other international activities on campus: foreign student presence, language instruction, area studies, international relations, and other forms of international instruction. In this way American students with their new overseas experience may both benefit from and contribute to the rich international life on their campus. Not to achieve these interconnections is to create in a student's mind the sense that study abroad is a mere appendage unconnected otherwise to the main business of education, and an opportunity for intellectual growth is lost.

The other dimension of institutional integration of study abroad that must be accomplished is within disciplines and professional schools that heretofore have remained aloof. There should be no requirement that all parts of the institution must, indeed, participate. Some like the physical sciences and engineering are traditionally recalcitrant because their scientific culture and lockstep curriculum make any foreign deviation seem impossible. But there are sufficient examples of successful overseas programs in all fields and areas to justify insistence upon an open-minded reflection on the opportunities by all departments and schools. Any institution bent upon increasing or perfecting its study abroad programs willl face a range of other questions demanding attention. Any checklist should include the following: can greater reciprocity be accomplished with the countries to which Americans typically venture for study abroad, or conversely, can study abroad be arranged in larger proportion to the countries from which come the majority of foreign students in this country? Closely related is the question of whether more satisfactory geographic balance can be achieved. Must the traditional preference for European experience persist, or can attractive Third-World programs be devised to improve the balance?

A variety of practical questions surrounding study abroad include whether cross subsidization is just and appropriate, what is the optimum duration for foreign study, whether foreign students in the United States should themselves be permitted to join American study abroad programs,

whether special programs should be designed for alumni on an extension basis, and how to limit the effects of the growth of undergraduate debt on the selection of the educationally most opportune time for a foreign experience.

Perhaps overriding all the questions surrounding study abroad is the challenge of how to inform the several relevant communities of the excitement and fertile experimentation that pervade the field at the moment. Parents, faculty, legislators, boards of regents, the media, the general public, and the students themselves all need to know that study abroad is no longer just the grand tour for the rich. It can no longer be said "That's very nice for them, but we can't afford it." Today not only are costs within manageable limits in most places but indications increase that study abroad may be the best route for many students to language competence, cultural sophistication, tolerance of difference, and even acquisition of that technological knowledge upon which our prosperity depends.

Craufurd D. Goodwin
Duke University

# The Survey

The predominant direction of student mobility in the world today is from the countries of the Third World to the "host" or "receiving" countries of the West. There are also important outflows from the Western countries, both among themselves and to the rest of the world. Despite the strong interest in the flow of U.S. students overseas, data in this area have been scarce. The Institute of International Education attempted to measure this flow in the past but abandoned the effort due to low response rates. From 1982/83 to 1986/87, the only source of data on student mobility from the United States to other countries was the Unesco *Statistical Yearbook.*

Last year, IIE resumed its attempt to measure the scale and composition of U.S. student flows by conducting an independent survey of higher education institutions. This survey was conducted in response to a considerable and growing U.S. higher education interest in patterns of study abroad and the significance they have in educational terms, primarily in the education of undergraduates but also in that of graduate students.

While there is a large range of overseas opportunities in which U.S. students participate (study/travel tours, internships, practical training, etc.), the new study abroad survey conducted by IIE focuses specifically on study abroad for academic credit. It is intended to serve those who plan the efficient use of university and college resources, those who design undergraduate curricula and overseas programs, and those who need to understand how many and which kinds of students are obtaining a portion of their education at an institution in a foreign country. The study abroad population in this survey has been narrowly defined as only those students who received academic credit from a U. S. institution after they returned from their study abroad experience. It is not a survey of study

abroad programs to determine the numbers of students enrolled in them and to obtain other information about them. IIE's *Academic Year Abroad* and *Vacation Study Abroad* provide detailed information on study programs worldwide for U.S. students. The number of students receiving academic credit is inevitably lower than the totals of those participating in study abroad programs of U.S. institutions and/or enrolled directly in foreign institutions of higher education. To date, no effective data collection strategy has been developed to capture the full picture of all U.S. students abroad. The current effort, although less than complete, offers the first comprehensive analysis of a major sector of the study abroad population.

Before carrying out the survey of U.S. study abroad, IIE engaged in extensive consultation with members of the Interassociational Committee on Data Collection (ICDC) and with administrators in the field of international education with special expertise in the field of study abroad. These discussions resulted in the design of a questionnaire that asked for information on five items: the total number of students at a given institution who received academic credit in the 1985/86 academic year for study abroad; the number of students who studied in particular countries; the number of students in particular major fields of study; the number of students who studied abroad for different periods of time; and the number of males and females who studied abroad. IIE sent survey forms to the same university contacts who provide information on foreign students in the United States (published in *Open Doors*), with the request that they be passed on, if necessary, to a more appropriate campus official. With the same request, forms were also sent to a part of a list of study abroad coordinators maintained by IIE for its series of publications on study abroad programs.

Surveys were mailed to 2,896 institutions and responses were received from 1,898, for a response rate of 65.5% (**Table 1**). Of the responding institutions, 709 reported giving credit to a total of 48,483 students in 1985/86 for study in another country (**Table 2**). Of these students, 87.8% were enrolled in study abroad programs sponsored by U.S. institutions, 6.7% were directly enrolled in foreign schools, and 5.5% were in "other" types of programs (**Table 3**).

## TABLE 1

### Institutions Surveyed and Responses

| | Number | Percent of Total |
|---|---|---|
| **Institutions Surveyed** | **2,896** | — |
| **Institutions Responding** | **1,898** | **65.5** |
| With Study Abroad Students | 709 | 24.5 |
| With No Study Abroad Students | 1,189 | 41.0 |
| **No response** | **998** | **34.5** |

## TABLE 2

### Summary of Study Abroad Survey Responses

| Category | Number of Students | % of 48,483 Study Abroad Students |
|---|---|---|
| Host Country | 46,858 | 96.6 |
| Field of Study | 29,813 | 61.5 |
| Gender | 38,361 | 79.1 |
| Duration of Study | 45,295 | 93.4 |
| **TOTAL** | **48,483** | |

## TABLE 3

### Program Type of U.S. Study Abroad Students, 1985/86

| Program Type | Number | Percent |
|---|---|---|
| U.S. Institution Sponsored Program | 42,577 | 87.8 |
| Direct Enrollment in Foreing Institution | 3,244 | 6.7 |
| Other | 2,662 | 5.5 |
| **TOTAL** | **48,483** | **100.0** |

## GEOGRAPHIC DESTINATION

### World Region

The vast majority of study abroad students chose to study in Western Europe: 76.8% of them studied there. Europe, as a whole, accounted for 79.6% of the total U.S. study abroad population (**Table 4**). Lagging far behind Europe was Latin America, which was the site of study of 7.0% of the total population, and Asia, which received 5.4% of the total. The Middle East received 4.0% and Africa 1.1%.

### Leading Countries

Because of the concentration of foreign students in one region,Europe, it is most useful to examine the country destinations of American students in terms of the worldwide distribution of the study abroad population. The top 10 countries, presented in **Table 5**, received eight out of ten Americans studying abroad (82.0%). The United Kingdom led the way with 29.3% of all study abroad students, followed by France with 13.7%. The next eight countries were Spain (8.8%), Italy (7.8%), Germany, F.R. (6.1%), Mexico (4.2%), Israel (4.0%), Austria (3.9%), Japan (2.5%), and China (1.7%). All of the top five countries and six of the top ten were in Western Europe, two were in Asia, while the Middle East and Latin America had one each. It is interesting to note that, in some regions, a single country accounted for almost all of the regional total. Israel, for example, had 1,862 of the 1,884 students in the Middle East. Similarly, Mexico was chosen by 4.2% of all study abroad students worldwide, while all of Latin America accounted for only 7.0%.

Outside of the major receiving regions, the student patterns are as follows: in Africa, Kenya was the largest receiver with 252 students, or 0.5% of the overall study abroad population. The leading country in Eastern Europe was the Soviet Union with 535 students, which represents 1.1% of all study abroad students. In North America, Canada was the only host country, with 422 students (0.9%), and finally in Oceania, Australia was the regional leader with 217 students (0.5%). Because many students studied in more than one country within a region, the country percentages add up to more than 100%. Percentage calculations are further complicated by the fact that a little over 1% of the European total is reported only as Europe, with no country specified.

## TABLE 4

### Host Region of U.S. Study Abroad Students, 1985/86

| Host Region | Number | Percent |
|---|---|---|
| Africa | 538 | 1.1 |
| Europe | 37,317 | 79.6 |
| Latin America | 3,289 | 7.0 |
| Middle East | 1,884 | 4.0 |
| North America | 422 | 0.9 |
| Oceania | 408 | 0.9 |
| South and East Asia | 2,545 | 5.4 |
| Multiple Regions | 454 | 1.0 |
| **TOTAL** | **46,857** | **100.0** |

## TABLE 5

### Leading Host Countries of U.S. Study Abroad Students, 1985/86

| Host Country | Number | Percent |
|---|---|---|
| United Kingdom | 13,748 | 29.3 |
| France | 6,401 | 13.7 |
| Spain | 4,103 | 8.8 |
| Italy | 3,645 | 7.8 |
| Germany F.R. | 2,833 | 6.1 |
| Mexico | 1,963 | 4.2 |
| Israel | 1,862 | 4.0 |
| Austria | 1,817 | 3.9 |
| Japan | 1,162 | 2.5 |
| China | 820 | 1.7 |
| **TOTAL** | **38,354** | **82.0** |

## FIELD OF STUDY

The largest group of the students who went abroad (18.2%), as shown in **Table 6,** majored in liberal arts while in the U.S. followed closely by those studying foreign languages (16.7%). Two other fields of study accounted for over 10% of all study abroad students, social sciences (13.7%), and business and management (10.9%). Therefore, the field-of-study choices of American students abroad are significantly different from those of foreign students in the U.S. Only 6.7% of Americans abroad majored in engineering, physical and life sciences, and mathematics and computer sciences combined. The corresponding figure for foreign students in the United States is 39.1%.

## TABLE 6

### Field of Study of U.S. Study Abroad Students, 1985/86

| Field of Study | Number | Percent |
|---|---|---|
| Agriculture | 304 | 1.0 |
| Business and Management | 3,240 | 10.9 |
| Education | 1,213 | 4.1 |
| Engineering | 475 | 1.6 |
| Fine and Applied Arts | 2,070 | 6.9 |
| Foreign Languages | 4,961 | 16.7 |
| Health Sciences | 507 | 1.7 |
| Humanities | 2,316 | 7.8 |
| Liberal Arts | 5,420 | 18.2 |
| Math & Computer Sciences | 396 | 1.3 |
| Physical and Life Sciences | 1,145 | 3.8 |
| Social Studies | 4,081 | 13.7 |
| Undeclared | 1,251 | 4.2 |
| Other | 2,434 | 8.2 |

## DURATION OF STUDY

A little over a third of all study abroad students (37.3%) receiving academic credit in the U.S. studied in another country for one semester (**Table 7**). A little over a quarter went abroad only for the summer (28.1%), while nearly one fifth (17.7%) spent the entire academic year in the receiving country. Less than ten percent (7.9%) stayed for a single academic quarter, and a scant 1% spent a full calendar year.

## TABLE 7

### Duration of Stay of U.S. Study Abroad Students, 1985/86

| Duration | Number | Percent |
|---|---|---|
| Quarter | 3,594 | 7.9 |
| Semester | 16,889 | 37.3 |
| Summer | 12,719 | 28.1 |
| Academic Year | 8,033 | 17.7 |
| Calendar Year | 494 | 1.1 |
| Other | 3,484 | 7.7 |
| **TOTAL** | **45,213** | **100.0** |

## GENDER

The gender distribution of U.S. students abroad, presented in **Table 8**, was almost exactly the opposite of the profile of foreign students studying in the United States. Just over a third of the study abroad students were male (36.2%), while a corresponding two thirds were female (63.8%). The gender breakdown for foreign students in the U.S. is 68.9% male and 31.1% female.

## TABLE 8

### Gender of U.S. Study Abroad Students, 1985/86

| Gender | Number | Percent |
|---|---|---|
| Male | 14,005 | 36.2 |
| Female | 24,676 | 63.8 |
| **TOTAL** | **38,681** | **100.0** |

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SORIED_BY_UNIVERSIIY_SIAIE_AND_CIIY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| AK | | | |
| | ALASKA FAIRBANKS, UNIV OF | FAIRBANKS | 10 |
| AK | | TOTAL: | 10 |
| AL | | | |
| | ALABAMA AT BIRMINGHAM, U | BIRMINGHAM | 7 |
| | JUDSON COLL | MARION | 6 |
| | MOBILE COLL | MOBILE | 2 |
| | MONTEVALLO, UNIV OF | MONTEVALLO | 15 |
| | OAKWOOD COLL | HUNTSVILLE | 1 |
| | SAMFORD UNIV | BIRMINGHAM | 68 |
| AL | | TOTAL: | 99 |
| AR | | | |
| | ARKANSAS LITTLE ROCK,U OF | LITTLE ROCK | 12 |
| | ARKANSAS MAIN CAMPUS,U OF | FAYETTEVILLE | 43 |
| | ARKANSAS TECH UNIV | RUSSELLVILLE | 16 |
| | HARDING UNIV | SEARCY | 71 |
| | HENDRIX COLL | CONWAY | 14 |
| | OUACHITA BAPTIST UNIV | ARKADELPHIA | 3 |
| AR | | TOTAL: | 159 |
| AZ | | | |
| | AMERICN GRAD SCH INTL MGT | GLENDALE | 140 |
| | ARIZONA STATE UNIV | TEMPE | 460 |
| | ARIZONA, UNIV OF | TUCSON | 692 |
| | GRAND CANYON COLL | PHOENIX | 3 |
| | PRESCOTT COLL | PRESCOTT | 24 |
| AZ | | TOTAL: | 1,319 |
| CA | | | |
| | BIOLA UNIV | LA MIRADA | 30 |
| | CAL BERKELEY, UNIV OF | BERKELEY | 196 |
| | CAL COLL ARTS & CRAFTS | OAKLAND | 8 |
| | CAL DAVIS, UNIV OF | DAVIS | 80 |
| | CAL INST OF ARTS | VALENCIA | 1 |
| | CAL IRVINE, UNIV OF | IRVINE | 51 |
| | CAL LOS ANGELES, UNIV OF | LOS ANGELES | 105 |
| | CAL POLY ST U SAN LUIS OB | SAN LUIS OBISPO | 230 |
| | | | 15 |

## TOTAL STUDY ABROAD STUDENTS REPORT SORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| | CAL RIVERSIDE, UNIV OF | RIVERSIDE | 18 |
| | CAL SAN DIEGO, UNIV OF | LA JOLLA | 172 |
| | CAL SANTA CRUZ, UNIV OF | SANTA CRUZ | 165 |
| | CAL STATE U DOMINGUEZ HLS | CARSON | 45 |
| | CAL STATE U FRESNO | FRESNO | 15 |
| | CAL STATE U FULLERTON | FULLERTON | 105 |
| | CAL STATE U LONG BEACH | LONG BEACH | 309 |
| | CAL STATE U NORTHRIDGE | NORTHRIDGE | 24 |
| | CAL STATE U SACRAMENTO | SACRAMENTO | 53 |
| | CAL STATE U STANISLAUS | TURLOCK | 6 |
| | CHRIST COLL IRVINE | IRVINE | 2 |
| | CHURCH DIV SCH OF PACIFIC | BERKELEY | 1 |
| | CITY COLL SAN FRANCISCO | SAN FRANCISCO | 201 |
| | COMPTON CMTY COLL | COMPTON | 12 |
| | DOMINICAN COLL SAN RAFAEL | SAN RAFAEL | 18 |
| | FASHION INST DSGN MERCH | LOS ANGELES | 2 |
| | FIELDING INST | SANTA BARBARA | 3 |
| | FOOTHILL COLL | LOS ALTOS HILLS | 212 |
| | FRESNO PACIFIC COLL | FRESNO | 2 |
| | GLENDALE CMTY COLL | GLENDALE | 176 |
| | GRADUATE THEOL UNION | BERKELEY | 2 |
| | HARVEY MUDD COLL | CLAREMONT | 3 |
| | HEBREW UNION C CAL BRANCH | LOS ANGELES | 14 |
| | HUMBOLDT STATE UNIV | ARCATA | 5 |
| | JUDAISM, UNIV OF | LOS ANGELES | 2 |
| | LA VERNE, UNIV OF | LA VERNE | 39 |
| | LOYOLA MARYMOUNT UNIV | LOS ANGELES | 19 |
| | MARYMNT PALOS VERDES COLL | RANCH PLS VERDS | 40 |
| | MILLS COLL | OAKLAND | 38 |
| | MONTEREY INST INTL STDIES | MONTEREY | 15 |
| | MT ST MARY'S COLL | LOS ANGELES | 1 |
| | ORANGE COAST COLL | COSTA MESA | 35 |
| | OTIS ART INST OF PARSONS | LOS ANGELES | 1 |
| | PACIFIC MCGEORGE LAW, U | SACRAMENTO | 220 |
| | PACIFIC UNION COLL | ANGWIN | 27 |
| | PACIFIC, UNIV OF THE | STOCKTON | 96 |
| | PASADENA CITY COLL | PASADENA | 44 |
| | POMONA COLL | CLAREMONT | 159 |
| | REDLANDS, UNIV OF | REDLANDS | 79 |
| | SAN DIEGO STATE UNIV | SAN DIEGO | 40 |
| | SAN FRANCISCO ART INST | SAN FRANCISCO | 1 |
| | SAN FRANCISCO THEOL SEM | SAN ANSELMO | 2 |
| | SAN JOSE STATE UNIV | SAN JOSE | 101 |
| | SANTA BARBARA CITY COLL | SANTA BARBARA | 235 |
| | SANTA CLARA UNIV | SANTA CLARA | 160 |
| | SANTA MONICA COLL | SANTA MONICA | 78 |
| | SCRIPPS COLL | CLAREMONT | 33 |
| | SEQUOIAS, COLL OF THE | VISALIA | 15 |

IOIAL_SIUDY_ABROAD_SIUDENIS_REPORI
SORIED_BY_UNIVERSIIY_SIAIE_AND_CIIY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CUMBERLI |
|---|---|---|---|
| | SIERRA COLL | ROCKLIN | 23 |
| | SONOMA STATE UNIV | ROHNERT PARK | 5 |
| | STANFORD UNIV | STANFORD | 525 |
| | STHN CAL COLL | COSTA MESA | 39 |
| | STHN CAL, UNIV OF | LOS ANGELES | 109 |
| | US INTERNATIONAL UNIV | SAN DIEGO | 28 |
| | WHITTIER COLL | WHITTIER | 29 |
| | WORLD COLL WEST | PETALUMA | 26 |
| | WSTN ST UNIV C LAW SN DGO | SAN DIEGO | 10 |
| CA | | TOTAL: | 4,543 |
| CO | | | |
| | COLORADO BOULDER, UNIV OF | BOULDER | 270 |
| | COLORADO COLL | COLO SPRINGS | 138 |
| | COLORADO STATE UNIV | FORT COLLINS | 68 |
| | DENVER, UNIV OF | DENVER | 80 |
| | FORT LEWIS COLL | DURANGO | 47 |
| | ILIFF SCH OF THEOLOGY | DENVER | 6 |
| | LORETTO HEIGHTS COLL | DENVER | 3 |
| | NAROPA INST | BOULDER | 8 |
| | NORTHERN COLORADO, U OF | GREELEY | 18 |
| | REGIS COLL | DENVER | 19 |
| | SOUTHERN COLORADO, U OF | PUEBLO | 31 |
| | ST THOMAS THEOL SEM | DENVER | 14 |
| | WESTERN ST COLL COLORADO | GUNNISON | 59 |
| CO | | TOTAL: | 761 |
| CT | | | |
| | ALBERTUS MAGNUS COLL | NEW HAVEN | 8 |
| | CONN, UNIV OF | STORRS | 213 |
| | FAIRFIELD UNIV | FAIRFIELD | 67 |
| | ST JOSEPH COLL | WEST HARTFORD | 6 |
| | TRINITY COLL | HARTFORD | 108 |
| | WESTERN CONN STATE UNIV | DANBURY | 38 |
| | YALE UNIV | NEW HAVEN | 6 |
| CT | | TOTAL: | 446 |
| DC | | | |
| | AMERICAN UNIV | WASHINGTON | 345 |
| | CATHOLIC UNIV OF AMERICA | WASHINGTON | 77 |
| | GEORGE WASHINGTON UNIV | WASHINGTON | 60 |
| | HOWARD UNIV | WASHINGTON | 4 |

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## TOTAL STUDY ABROAD STUDENTS REPORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| | JHNS HOPKINS SCH ADV INTL | WASHINGTON | 71 |
| DC | | TOTAL: | 557 |
| DE | | | |
| | DELAWARE, UNIV OF | NEWARK | 241 |
| DE | | TOTAL: | 241 |
| FL | | | |
| | BROWARD CMTY COLL | FORT LAUDERDALE | 136 |
| | FLORIDA INTERNATIONAL U | MIAMI | 78 |
| | INDIAN RIVER CMTY COLL | FORT PIERCE | 15 |
| | MIAMI CHRISTIAN COLL | MIAMI | 12 |
| | MIAMI, UNIV OF | CORAL GABLES | 36 |
| | MIAMI-DADE CMTY COLL | MIAMI | 189 |
| | NORTH FLORIDA, UNIV OF | JACKSONVILLE | 4 |
| | PENSACOLA JR COLL | PENSACOLA | 35 |
| | ROLLINS COLL | WINTER PARK | 80 |
| | ST LEO COLL | SAINT LEO | 1 |
| | ST PETERSBURG JR COLL | ST PETERSBURG | 32 |
| | ST THOMAS UNIV | MIAMI | 28 |
| | STETSON UNIV | DELAND | 43 |
| | WARNER SOUTHERN COLL | LAKE WALES | 1 |
| FL | | TOTAL: | 690 |
| GA | | | |
| | AGNES SCOTT COLL | DECATUR | 30 |
| | BERRY COLL | MOUNT BERRY | 23 |
| | COLUMBIA THEOLOGICAL SEM | DECATUR | 20 |
| | COLUMBUS COLL | COLUMBUS | 18 |
| | EMORY UNIV | ATLANTA | 225 |
| | GEORGIA COLL | MILLEDGEVILLE | 26 |
| | GEORGIA SOUTHERN COLL | STATESBORO | 24 |
| | GEORGIA SOUTHWESTERN COLL | AMERICUS | 3 |
| | GEORGIA, UNIV OF | ATHENS | 252 |
| | INTERDENOMINATL THEOL CTR | ATLANTA | 4 |
| | MERCER UNIV STHN SCH PHAR | ATLANTA | 7 |
| | SAVANNAH COLL ART & DSGN | SAVANNAH | 17 |
| | WESLEYAN COLL | MACON | 1 |
| | WEST GEORGIA COLL | CARROLLTON | 15 |
| GA | | TOTAL: | 667 |

# TOTAL STUDY ABROAD STUDENTS REPORT SORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| HI | | | |
| | HAWAII LOA COLL | KANEOHE | 2 |
| | HAWAII PACIFIC COLL | HONOLULU | 20 |
| HI | | TOTAL: | 22 |
| IA | | | |
| | BRIAR CLIFF COLL | SIOUX CITY | 3 |
| | BUENA VISTA COLL | STORM LAKE | 7 |
| | CENTRAL COLLEGE OF IOWA | PELLA | 361 |
| | COE COLL | CEDAR RAPIDS | 6 |
| | CORNELL COLL | MOUNT VERNON | 53 |
| | DIVINE WORD COLL | EPWORTH | 6 |
| | DORDT COLL | SIOUX CENTER | 39 |
| | DRAKE UNIV | DES MOINES | 22 |
| | GRACELAND COLL | LAMONI | 2 |
| | IOWA STATE UNIV | AMES | 126 |
| | IOWA, UNIV OF | IOWA CITY | 105 |
| | LORAS COLL | DUBUQUE | 13 |
| | LUTHER COLL | DECORAH | 65 |
| | MAHARISHI INTERNATL UNIV | FAIRFIELD | 8 |
| | MORNINGSIDE COLL | SIOUX CITY | 2 |
| | NORTHERN IOWA, UNIV OF | CEDAR FALLS | 232 |
| | NORTHWESTERN COLL | ORANGE CITY | 3 |
| | SIMPSON COLL | INDIANOLA | 3 |
| | ST AMBROSE UNIV | DAVENPORT | 1 |
| | WARTBURG COLL | WAVERLY | 28 |
| | WARTBURG THEOLOGICAL SEM | DUBUQUE | 3 |
| | WESTMAR COLL | LE MARS | 1 |
| IA | | TOTAL: | 1,092 |
| ID | | | |
| | IDAHO, UNIV OF | MOSCOW | 3 |
| ID | | TOTAL: | 3 |
| IL | | | |
| | AUGUSTANA COLL | ROCK ISLAND | 102 |
| | BELLEVILLE AREA COLL | BELLEVILLE | 7 |
| | BETHANY THEOLOGICAL SEM | OAK BROOK | 14 |
| | BLACKBURN COLL | CARLINVILLE | 4 |
| | BRADLEY UNIV | PEORIA | 9 |
| | CATHOLIC THEOL UNION | CHICAGO | 36 |

TOTAL STUDY ABROAD STUDENTS REPORT
SORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| | CHICAGO STATE UNIV | CHICAGO | 59 |
| | DEPAUL UNIV | CHICAGO | 48 |
| | EASTERN ILLINOIS UNIV | CHARLESTON | 6 |
| | ELMHURST COLL | ELMHURST | 4 |
| | GARRETT-EVANGELCL THEOL | EVANSTON | 1 |
| | HIGHLAND CMTY COLL | FREEPORT | 1 |
| | ILL AT CHICAGO, UNIV OF | CHICAGO | 49 |
| | ILL COLL | JACKSONVILLE | 4 |
| | ILL INST TECHNOLOGY | CHICAGO | 7 |
| | ILL STATE UNIV | NORMAL | 326 |
| | ILL WESLEYAN UNIV | BLOOMINGTON | 90 |
| | KANKAKEE CMTY COLL | KANKAKEE | 2 |
| | KNOX COLL | GALESBURG | 65 |
| | LAKE FOREST COLL | LAKE FOREST | 33 |
| | LAKE LAND COLL | MATTOON | 53 |
| | LINCOLN LAND CMTY COLL | SPRINGFIELD | 19 |
| | LOYOLA UNIV OF CHICAGO | CHICAGO | 210 |
| | MENNONITE COLL OF NURSING | BLOOMINGTON | 3 |
| | MILLIKIN UNIV | DECATUR | 4 |
| | MONMOUTH COLL | MONMOUTH | 2 |
| | NORTHEASTERN ILLINOIS U | CHICAGO | 30 |
| | NORTHERN ILLINOIS UNIV | DEKALB | 556 |
| | NORTHWESTERN UNIV | EVANSTON | 19 |
| | PRINCIPIA COLL | ELSAH | 83 |
| | ROOSEVELT UNIV | CHICAGO | 2 |
| | SHIMER COLL | WAUKEGAN | 1 |
| | STHN ILLINOIS U CARBONDL | CARBONDALE | 28 |
| | TRITON COLL | RIVER GROVE | 36 |
| | WAUBONSEE CMTY COLL | SUGAR GROVE | 13 |
| | WESTERN ILLINOIS UNIV | MACOMB | 33 |
| | WHEATON COLL | WHEATON | 66 |
| IL | | TOTAL: | 2,025 |
| IN | | | |
| | ANDERSON COLL | ANDERSON | 3 |
| | BALL STATE UNIV | MUNCIE | 236 |
| | CONCORDIA THEOLOGICAL SEM | FORT WAYNE | 3 |
| | DEPAUW UNIV | GREENCASTLE | 83 |
| | EARLHAM COLL | RICHMOND | 119 |
| | EVANSVILLE, UNIV OF | EVANSVILLE | 233 |
| | GOSHEN BIBLICAL SEM | ELKHART | 1 |
| | GOSHEN COLL | GOSHEN | 154 |
| | GRACE COLL | WINONA LAKE | 6 |
| | HANOVER COLL | HANOVER | 18 |
| | INDIANA U AT BLOOMINGTON | BLOOMINGTON | 376 |
| | INDIANAPOLIS, UNIV OF | INDIANAPOLIS | 16 |

TOTAL STUDY ABROAD STUDENTS REPORTED
SORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| | MARION COLL | MARION | 34 |
| | NOTRE DAME, UNIV OF | NOTRE DAME | 313 |
| | PURDUE U MAIN CAMPUS | WEST LAFAYETTE | 67 |
| | ROSE-HULMAN INST OF TECH | TERRE HAUTE | 2 |
| | ST MARY OF THE WOODS COLL | ST MARY WOODS | 1 |
| | ST MARY'S COLL | NOTRE DAME | 105 |
| | VALPARAISO UNIV | VALPARAISO | 85 |
| | WABASH COLL | CRAWFORDSVILLE | 5 |
| IN | | TOTAL: | 1,860 |
| KS | | | |
| | BETHEL COLL | NORTH NEWTON | 13 |
| | CENTRAL BAPTIST THEOL SEM | KANSAS CITY | 3 |
| | HESSTON COLL | HESSTON | 65 |
| | KANSAS STATE UNIV | MANHATTAN | 105 |
| | KANSAS, UNIV OF | LAWRENCE | 364 |
| | MCPHERSON COLL | MCPHERSON | 6 |
| | OTTAWA UNIV-OTTAWA CAMPUS | OTTAWA | 1 |
| | ST MARY COLL | LEAVENWORTH | 2 |
| | TABOR COLL | HILLSBORO | 10 |
| KS | | TOTAL: | 569 |
| KY | | | |
| | ASBURY COLL | WILMORE | 12 |
| | ASBURY THEOLOGICAL SEM | WILMORE | 12 |
| | CAMPBELLSVILLE COLL | CAMPBELLSVILLE | 10 |
| | CENTRE COLL | DANVILLE | 102 |
| | LEXINGTON THEOLOGICAL SEM | LEXINGTON | 2 |
| | LOUISVILLE, UNIV OF | LOUISVILLE | 95 |
| | MOREHEAD STATE UNIV | MOREHEAD | 8 |
| | NORTHERN KENTUCKY UNIV | HIGHLAND HTS | 42 |
| | WESTERN KENTUCKY UNIV | BOWLING GREEN | 58 |
| KY | | TOTAL: | 341 |
| LA | | | |
| | DILLARD UNIV | NEW ORLEANS | 6 |
| | LA STATE U BATON ROUGE | BATON ROUGE | 126 |
| | LA STATE U SHREVEPORT | SHREVEPORT | 1 |
| | LA TECH UNIV | RUSTON | 36 |
| | MCNEESE STATE UNIV | LAKE CHARLES | 3 |
| | NEW ORLEANS BAPT THEO SEM | NEW ORLEANS | 9 |
| | NEW ORLEANS, UNIV OF | NEW ORLEANS | 250 |

TOTAL STUDY ABROAD STUDENTS REPORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT SUBSENT |
|---|---|---|---|
| | NICHOLLS STATE UNIV | THIBODAUX | 312 |
| | NTHWSTN STATE UNIV OF LA | NATCHITOCHES | 3 |
| | OUR LADY HOLY CROSS COLL | NEW ORLEANS | 2 |
| | TULANE UNIV OF LOUISIANA | NEW ORLEANS | 153 |
| LA | | TOTAL: | 906 |
| MA | | | |
| | ASSUMPTION COLL | WORCESTER | 25 |
| | BABSON COLL | BABSON PARK | 3 |
| | BRADFORD COLL | BRADFORD | 1 |
| | BRANDEIS UNIV | WALTHAM | 137 |
| | CAPE COD CMTY COLL | W BARNSTABLE | 32 |
| | CLARK UNIV | WORCESTER | 61 |
| | EMERSON COLL | BOSTON | 57 |
| | ENDICOTT COLL | BEVERLY | 25 |
| | FITCHBURG STATE COLL | FITCHBURG | 25 |
| | HARVARD UNIV | CAMBRIDGE | 173 |
| | HOLY CROSS, COLL OF THE | WORCESTER | 75 |
| | HOLYOKE CMTY COLL | HOLYOKE | 13 |
| | MASS AMHERST CAMPUS,U OF | AMHERST | 558 |
| | MASS INST OF TECHNOLOGY | CAMBRIDGE | 29 |
| | MOUNT HOLYOKE COLL | SOUTH HADLEY | 32 |
| | MOUNT IDA COLL | NEWTON CENTRE | 1 |
| | NEW ENG COLL OF OPTOMETRY | BOSTON | 8 |
| | NORTHEASTERN UNIV | BOSTON | 120 |
| | NORTHERN ESSEX CMTY COLL | HAVERHILL | 12 |
| | OUR LADY OF ELMS, COLL OF | CHICOPEE | 4 |
| | PINE MANOR COLL | CHESTNUT HILL | 11 |
| | SALEM STATE COLL | SALEM | 65 |
| | SMITH COLL | NORTHAMPTON | 143 |
| | SPRINGFIELD COLL | SPRINGFIELD | 13 |
| | STONEHILL COLL | NORTH EASTON | 20 |
| | TUFTS FLTCHR LAW& DIPLMCY | MEDFORD | 2 |
| | WELLESLEY COLL | WELLESLEY | 162 |
| | WESTERN NEW ENGLAND COLL | SPRINGFIELD | 9 |
| | WILLIAMS COLL | WILLIAMSTOWN | 64 |
| | WORCESTER POLY INST | WORCESTER | 32 |
| | WORCESTER STATE COLL | WORCESTER | 1 |
| MA | | TOTAL: | 1,913 |
| MD | | | |
| | COLUMBIA UNION COLL | TAKOMA PARK | 3 |
| | DUNDALK CMTY COLL | BALTIMORE | 40 |
| | GOUCHER COLL | BALTIMORE | 5 |

IQIAL_SIUDY_ABBOAD_SIUDENIS_BEPORI
SORIED_BY_UNIVERSIIY_SIAIE_AND_CIIY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| | HARFORD CMTY COLL | BEL AIR | 6 |
| | HOOD COLL | FREDERICK | 27 |
| | JOHNS HOPKINS UNIV | BALTIMORE | 24 |
| | MARYLAND INST COLL OF ART | BALTIMORE | 20 |
| | MOUNT ST MARY'S COLL | EMMITSBURG | 5 |
| | SALISBURY STATE COLL | SALISBURY | 3 |
| | ST MARY'S COLL MARYLAND | ST MARY'S CITY | 18 |
| | TOWSON STATE UNIV | TOWSON | 8 |
| | WASHINGTON COLL | CHESTERTOWN | 9 |
| MD | | TOTAL: | 168 |
| ME | | | |
| | BATES COLL | LEWISTON | 86 |
| | MAINE AT FORT KENT, U OF | FORT KENT | 2 |
| | STHN MAINE, UNIV OF | GORHAM | 55 |
| ME | | TOTAL: | 143 |
| MI | | | |
| | ADRIAN COLL | ADRIAN | 5 |
| | ALBION COLL | ALBION | 30 |
| | ALMA COLL | ALMA | 225 |
| | ANDREWS UNIV | BERRIEN SPRINGS | 10 |
| | AQUINAS COLL | GRAND RAPIDS | 37 |
| | CALVIN COLL | GRAND RAPIDS | 167 |
| | DETROIT, UNIV OF | DETROIT | 82 |
| | GRAND RAPIDS BAPT C & SEM | GRAND RAPIDS | 9 |
| | GRAND RAPIDS JR COLL | GRAND RAPIDS | 31 |
| | GRAND VALLEY STATE COLL | ALLENDALE | 16 |
| | HILLSDALE COLL | HILLSDALE | 11 |
| | KALAMAZOO COLL | KALAMAZOO | 206 |
| | KENDALL SCH OF DESIGN | GRAND RAPIDS | 2 |
| | MICHIGAN-ANN ARBOR, U OF | ANN ARBOR | 295 |
| | NORTHERN MICHIGAN UNIV | MARQUETTE | 9 |
| | NORTHWOOD INST | MIDLAND | 30 |
| | OAKLAND UNIV | ROCHESTER | 30 |
| | SAGINAW VALLEY STATE COLL | UNIV CENTER | 6 |
| | ST CLAIR COUNTY CMTY COLL | PORT HURON | 24 |
| | ST JOHN'S PROVINCIAL SEM | PLYMOUTH | 15 |
| | WAYNE STATE UNIV | DETROIT | 96 |
| | WESTERN MICHIGAN UNIV | KALAMAZOO | 47 |
| MI | | TOTAL: | 1,385 |

TOTAL STUDY ABROAD STUDENTS REPORTED
SORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| MN | | | |
| | BEMIDJI STATE UNIV | BEMIDJI | 31 |
| | BRAINERD CMTY COLL | BRAINERD | 16 |
| | CARLETON COLL | NORTHFIELD | 238 |
| | CONCORDIA COLL MOORHEAD | MOORHEAD | 136 |
| | HAMLINE UNIV | SAINT PAUL | 44 |
| | MINN DULUTH, UNIV OF | DULUTH | 104 |
| | MINN TECH C-CROOKSTON, U | CROOKSTON | 5 |
| | MINN TWIN CITIES, UNIV OF | MINNEAPOLIS | 574 |
| | NORTH CENTRAL BIBLE COLL | MINNEAPOLIS | 2 |
| | ST CATHERINE, COLL OF | SAINT PAUL | 78 |
| | ST CLOUD STATE UNIV | SAINT CLOUD | 230 |
| | ST MARY'S COLL | WINONA | 37 |
| | ST OLAF COLL | NORTHFIELD | 376 |
| | ST SCHOLASTICA, COLL OF | DULUTH | 19 |
| | ST THOMAS, COLL OF | SAINT PAUL | 275 |
| | UNITED THEOLOGICAL SEM | NEW BRIGHTON | 1 |
| | WINONA STATE UNIV | WINONA | 17 |
| MN | | TOTAL: | 2,183 |
| MO | | | |
| | CENTRAL MISSOURI ST UNIV | WARRENSBURG | 16 |
| | COLUMBIA COLL | COLUMBIA | 1 |
| | CROWDER COLL | NEOSHO | 5 |
| | CULVER-STOCKTON COLL | CANTON | 5 |
| | DRURY COLL | SPRINGFIELD | 5 |
| | EVANGEL COLL | SPRINGFIELD | 3 |
| | HANNIBAL-LAGRANGE COLL | HANNIBAL | 32 |
| | KANSAS CITY ART INST | KANSAS CITY | 2 |
| | MISSOURI COLUMBIA, U OF | COLUMBIA | 108 |
| | MISSOURI ST LOUIS, U OF | SAINT LOUIS | 2 |
| | NTHEST MISSOURI STATE U | KIRKSVILLE | 16 |
| | OZARKS, SCH OF THE | POINT LOOKOUT | 5 |
| | ROCKHURST COLL | KANSAS CITY | 8 |
| | ST LOUIS UNIV MAIN CAMPUS | SAINT LOUIS | 320 |
| | STHEST MISSOURI STATE U | CAPE GIRARDEAU | 25 |
| | STHWST MISSOURI STATE U | SPRINGFIELD | 102 |
| | WILLIAM JEWELL COLL | LIBERTY | 79 |
| | WILLIAM WOODS COLL | FULTON | 7 |
| MO | | TOTAL: | 741 |
| MS | | | |
| | BELHAVEN COLL | JACKSON | 1 |

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SOBIED_BY_UNIVERSIIY_SIAIE_AND_CIIY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| | MILLSAPS COLL | JACKSON | 11 |
| | MISSISSIPPI COLL | CLINTON | 1 |
| | MISSISSIPPI MAIN CAM,U OF | UNIVERSITY | 21 |
| | SOUTHERN MISSISSIPPI,U OF | HATTIESBURG | 257 |
| | WILLIAM CAREY COLL | HATTIESBURG | 48 |
| MS | | TOTAL: | 339 |
| MT | CARROLL COLL | HELENA | 2 |
| | EASTERN MONTANA COLL | BILLINGS | 3 |
| | MONTANA STATE UNIV | BOZEMAN | 17 |
| | MONTANA, UNIV OF | MISSOULA | 80 |
| MT | | TOTAL: | 102 |
| NC | APPALACHIAN STATE UNIV | BOONE | 79 |
| | DAVIDSON COLL | DAVIDSON | 82 |
| | DAVIDSON COUNTY CMTY COLL | LEXINGTON | 6 |
| | DUKE UNIV | DURHAM | 413 |
| | EAST CAROLINA UNIV | GREENVILLE | 31 |
| | ELON COLL | ELON COLLEGE | 90 |
| | GARDNER-WEBB COLL | BOILING SPRINGS | 7 |
| | GREENSBORO COLL | GREENSBORO | 2 |
| | GUILFORD COLL | GREENSBORO | 105 |
| | LENOIR-RHYNE COLL | HICKORY | 15 |
| | MARS HILL COLL | MARS HILL | 1 |
| | MEREDITH COLL | RALEIGH | 69 |
| | NC AT ASHEVILLE, UNIV OF | ASHEVILLE | 20 |
| | NC AT CHAPEL HILL, U OF | CHAPEL HILL | 76 |
| | NC AT CHARLOTTE, UNIV OF | CHARLOTTE | 41 |
| | NC AT GREENSBORO, UNIV OF | GREENSBORO | 15 |
| | NC AT WILMINGTON, UNIV OF | WILMINGTON | 12 |
| | NC STATE UNIV RALEIGH | RALEIGH | 66 |
| | PEACE COLL | RALEIGH | 8 |
| | PFEIFFER COLL | MISENHEIMER | 1 |
| | SALEM COLL | WINSTON-SALEM | 15 |
| | ST ANDREW'S PRESB COLL | LAURINBURG | 11 |
| | ST MARY'S COLL | RALEIGH | 9 |
| | STHESTN BAPTIST THEOL SEM | WAKE FOREST | 12 |
| | WAKE FOREST UNIV | WINSTON-SALEM | 120 |
| | WINGATE COLL | WINGATE | 19 |
| NC | | TOTAL: | 1,325 |

TOTAL STUDY ABROAD STUDENTS REPORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| ND | | | |
| | MINOT STATE COLL | MINOT | 24 |
| | ND STATE U MAIN CAMPUS | FARGO | 15 |
| | VALLEY CITY STATE COLL | VALLEY CITY | 2 |
| ND | | TOTAL: | 41 |
| NE | | | |
| | CHADRON STATE COLL | CHADRON | 85 |
| | DANA COLL | BLAIR | 1 |
| | HASTINGS COLL | HASTINGS | 10 |
| | KEARNEY STATE COLL | KEARNEY | 36 |
| | MIDLAND LUTHERAN COLL | FREMONT | 11 |
| | NEBRASKA LINCOLN, UNIV OF | LINCOLN | 93 |
| | NEBRASKA OMAHA, UNIV OF | OMAHA | 51 |
| | WAYNE STATE COLL | WAYNE | 35 |
| NE | | TOTAL: | 322 |
| NH | | | |
| | KEENE STATE COLL | KEENE | 3 |
| | NEW ENGLAND COLL | HENNIKER | 133 |
| | NEW HAMPSHIRE COLL | MANCHESTER | 46 |
| | NEW HAMPSHIRE, UNIV OF | DURHAM | 11 |
| | PLYMOUTH STATE COLL | PLYMOUTH | 4 |
| | ST ANSELM'S COLL | MANCHESTER | 23 |
| NH | | TOTAL: | 220 |
| NJ | | | |
| | BLOOMFIELD COLL | BLOOMFIELD | 0 |
| | CALDWELL COLL | CALDWELL | 1 |
| | CENTENARY COLL | HACKETTSTOWN | 0 |
| | DREW UNIV | MADISON | 58 |
| | GEORGIAN COURT COLL | LAKEWOOD | 1 |
| | GLASSBORO STATE COLL | GLASSBORO | 20 |
| | MIDDLESEX COUNTY COLL | EDISON | 60 |
| | RAMAPO COLL OF NEW JERSEY | MAHWAH | 29 |
| | RIDER COLL | LAWRENCEVILLE | 51 |
| | RUTGERS U CAMDEN CAMPUS | CAMDEN | 60 |
| | RUTGERS U NEW BRUNSWICK | NEW BRUNSWICK | 93 |
| | SETON HALL UNIV | SOUTH ORANGE | 4 |
| | ST PETER'S COLL | JERSEY CITY | 6 |
| | STOCKTON STATE COLL | POMONA | 15 |

IOIAL_SIUDY_ABROAD_SIUDENIS_REPORI
SORIED_BY_UNIVERSIIY_SIAIE_AND_CIIY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENT |
|---|---|---|---|
| | TRENTON STATE COLL | TRENTON | 40 |
| | WILLIAM PATERSON COLL | WAYNE | 20 |
| NJ | | TOTAL: | 470 |
| NM | | | |
| | NEW MEXICO ALBUQUERQUE, U | ALBUQUERQUE | 110 |
| | NEW MEXICO HIGHLANDS UNIV | LAS VEGAS | 2 |
| | NEW MEXICO ST U MAIN | LAS CRUCES | 10 |
| NM | | TOTAL: | 122 |
| NV | | | |
| | NEVADA LAS VEGAS, UNIV OF | LAS VEGAS | 26 |
| NV | | TOTAL: | 26 |
| NY | | | |
| | ALFRED UNIV | ALFRED | 43 |
| | CAYUGA CO CMTY COLL | AUBURN | 95 |
| | CAZENOVIA COLL | CAZENOVIA | 17 |
| | CLARKSON UNIV | POTSDAM | 11 |
| | COLGATE UNIV | HAMILTON | 206 |
| | COLUMBIA UNIV | NEW YORK | 374 |
| | CONCORDIA COLL | BRONXVILLE | 127 |
| | COOPER UNION | NEW YORK | 13 |
| | CUNY BERNARD BARUCH COLL | NEW YORK | 6 |
| | CUNY LEHMAN COLL | BRONX | 19 |
| | CUNY QUEENS COLL | FLUSHING | 14 |
| | DOWLING COLL | OAKDALE | 1 |
| | DUTCHESS CMTY COLL | POUGHKEEPSIE | 6 |
| | ELMIRA COLL | ELMIRA | 11 |
| | ERIE CMTY COLL-CITY | BUFFALO | 10 |
| | FASHION INST TECHNOLOGY | NEW YORK | 150 |
| | FRIENDS WORLD COLL | HUNTINGTON | 410 |
| | HAMILTON COLL | CLINTON | 64 |
| | HARTWICK COLL | ONEONTA | 131 |
| | HOBART & WM SMITH COLLS | GENEVA | 137 |
| | HOFSTRA UNIV | HEMPSTEAD | 40 |
| | HOUGHTON COLL | HOUGHTON | 9 |
| | ITHACA COLL | ITHACA | 375 |
| | JAMESTOWN CMTY COLL | JAMESTOWN | 7 |
| | JEWISH THEOL SEM AMERICA | NEW YORK | 24 |
| | MANHATTANVILLE COLL | PURCHASE | 27 |
| | MARIST COLL | POUGHKEEPSIE | 22 |



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IOIAL_SIUDY_ABROAD_SIUDENIS_REPORI
SORIED_BY_UNIVERSIIY_SIAIE_AND_CIIY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENI_= |
|---|---|---|---|
| | MARYKNOLL SCH OF THEOLOGY | MARYKNOLL | 16 |
| | MARYMOUNT COLL | TARRYTOWN | 224 |
| | MOHAWK VALLEY CMTY COLL | UTICA | 3 |
| | MT ST VINCENT, COLL OF | RIVERDALE | 3 |
| | NEW ROCHELLE, COLL OF | NEW ROCHELLE | 8 |
| | NEW YORK UNIV | NEW YORK | 33 |
| | NIAGARA UNIV | NIAGARA UNIV | 10 |
| | NYACK COLL | NYACK | 54 |
| | ROBERTS WESLEYAN COLL | ROCHESTER | 8 |
| | ROCKLAND CMTY COLL | SUFFERN | 854 |
| | RUSSELL SAGE JC OF ALBANY | ALBANY | 1 |
| | SARAH LAWRENCE COLL | BRONXVILLE | 84 |
| | ST FRANCIS COLL | BROOKLYN | 12 |
| | ST JOSEPH'S COLL MAIN CAM | BROOKLYN | 1 |
| | ST JOSEPH'S SEM & COLL | YONKERS | 5 |
| | ST LAWRENCE UNIV | CANTON | 277 |
| | ST ROSE, COLL OF | ALBANY | 4 |
| | SUNY AGRL TECH C COBLESKL | COBLESKILL | 7 |
| | SUNY AT BINGHAMTON | BINGHAMTON | 156 |
| | SUNY AT BUFFALO | BUFFALO | 43 |
| | SUNY AT STONY BK MAIN CAM | STONY BROOK | 365 |
| | SUNY COLL AT BROCKPORT | BROCKPORT | 285 |
| | SUNY COLL AT BUFFALO | BUFFALO | 166 |
| | SUNY COLL AT CORTLAND | CORTLAND | 303 |
| | SUNY COLL AT FREDONIA | FREDONIA | 2 |
| | SUNY COLL AT NEW PALTZ | NEW PALTZ | 201 |
| | SUNY COLL AT OSWEGO | OSWEGO | 186 |
| | SUNY COLL AT PLATTSBURGH | PLATTSBURGH | 97 |
| | SUNY COLL AT POTSDAM | POTSDAM | 59 |
| | SUNY COLL AT PURCHASE | PURCHASE | 6 |
| | SUNY COLL ENV SCI& FRSTRY | SYRACUSE | 35 |
| | SUNY COLL TECH UTICA/ROME | UTICA | 5 |
| | SYRACUSE UNIV MAIN CAMPUS | SYRACUSE | 1,224 |
| | UNION COLL | SCHENECTADY | 198 |
| | VASSAR COLL | POUGHKEEPSIE | 76 |
| | WAGNER COLL | STATEN ISLAND | 22 |
| | WELLS COLL | AURORA | 22 |
| | WESTCHESTER CMTY COLL | VALHALLA | 68 |
| | YESHIVA UNIV | NEW YORK | 247 |
| NY | | TOTAL: | 7,768 |
| OH | | | |
| | AKRON MAIN CAMPUS, U OF | AKRON | 77 |
| | ANTIOCH UNIV | YELLOW SPRINGS | 88 |
| | ASHLAND COLL | ASHLAND | 10 |
| | BALDWIN-WALLACE COLL | BEREA | 28 |

TOTAL STUDY ABROAD STUDENTS REPORT
SORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT |
|---|---|---|---|
| | BOWLING GRN ST U MAIN CAM | BOWLING GREEN | 200 |
| | CAPITAL UNIV | COLUMBUS | 19 |
| | CEDARVILLE COLL | CEDARVILLE | 16 |
| | CENTRAL STATE UNIV | WILBERFORCE | 1 |
| | DAYTON, UNIV OF | DAYTON | 22 |
| | DENISON UNIV | GRANVILLE | 142 |
| | HEBREW UNION COLL | CINCINNATI | 16 |
| | HIRAM COLL | HIRAM | 167 |
| | JOHN CARROLL UNIV | UNIV HEIGHTS | 1 |
| | KENT STATE U MAIN CAMPUS | KENT | 143 |
| | KENYON COLL | GAMBIER | 114 |
| | LAKE ERIE COLL | PAINESVILLE | 70 |
| | LAKELAND CMTY COLL | MENTOR | 32 |
| | METHODIST THEOL SCH OHIO | DELAWARE | 4 |
| | MIAMI UNIV OXFORD | OXFORD | 423 |
| | MOUNT UNION COLL | ALLIANCE | 1 |
| | MUSKINGUM COLL | NEW CONCORD | 1 |
| | OHIO DOMINICAN COLL | COLUMBUS | 1 |
| | OHIO STATE U MAIN CAMPUS | COLUMBUS | 223 |
| | OHIO WESLEYAN UNIV | DELAWARE | 51 |
| | OTTERBEIN COLL | WESTERVILLE | 3 |
| | TRINITY LUTHERAN SEM | COLUMBUS | 2 |
| | UNITED THEOLOGICAL SEM | DAYTON | 2 |
| | WALSH COLL | CANTON | 1 |
| | WILMINGTON COLL | WILMINGTON | 19 |
| | WITTENBERG UNIV | SPRINGFIELD | 123 |
| | XAVIER UNIV | CINCINNATI | 21 |
| OH | | TOTAL: | 2,021 |
| OK | | | |
| | CENTRAL STATE UNIV | EDMOND | 50 |
| | OKLA CHRISTIAN COLL | OKLAHOMA CITY | 16 |
| | OKLA CITY CMTY COLL | OKLAHOMA CITY | 26 |
| | PHILLIPS UNIV | ENID | 12 |
| | TULSA, UNIV OF | TULSA | 15 |
| OK | | TOTAL: | 125 |
| OR | | | |
| | EASTERN OREGON STATE COLL | LA GRANDE | 14 |
| | LEWIS & CLARK COLL | PORTLAND | 180 |
| | LINFIELD COLL | MCMINNVILLE | 50 |
| | OREGON INST OF TECHNOLOGY | KLAMATH FALLS | 4 |
| | OREGON MAIN CAMPUS, U OF | EUGENE | 312 |
| | OREGON STATE UNIV | CORVALLIS | 138 |

IOIAL_SIUDY_ABROAD_SIUDENIS_REPORI
SORIED_BY_UNIVERSIIY_SIAIE_AND_CIIY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CURRENI_I |
|---|---|---|---|
| | PACIFIC NTHWST COLL ART | PORTLAND | 1 |
| | PORTLAND STATE UNIV | PORTLAND | 147 |
| | PORTLAND, UNIV OF | PORTLAND | 39 |
| | REED COLL | PORTLAND | 38 |
| | SOUTHERN OREGON ST COLL | ASHLAND | 17 |
| | WSTN EVANGELICAL SEM | PORTLAND | 6 |
| | WSTN OREGON STATE COLL | MONMOUTH | 11 |
| OR | | TOTAL: | 957 |
| PA | | | |
| | ALBRIGHT COLL | READING | 7 |
| | ALLENTOWN COLL | CENTER VALLEY | 1 |
| | BEAVER COLL | GLENSIDE | 1,579 |
| | BRYN MAWR COLL | BRYN MAWR | 40 |
| | BUCKS COUNTY CMTY COLL | NEWTOWN | 7 |
| | CABRINI COLL | RADNOR | 1 |
| | CALIFORNIA UNIV OF PA | CALIFORNIA | 19 |
| | CARNEGIE-MELLON UNIV | PITTSBURGH | 23 |
| | CEDAR CREST COLL | ALLENTOWN | 1 |
| | CHESTNUT HILL COLL | PHILADELPHIA | 8 |
| | DELAWARE VLY COLL SCI& AG | DOYLESTOWN | 7 |
| | DICKINSON COLL | CARLISLE | 155 |
| | EAST STROUDSBURG UNIV | E STROUDSBURG | 20 |
| | ELIZABETHTOWN COLL | ELIZABETHTOWN | 10 |
| | EVANGELICAL SCH THEOLOGY | MYERSTOWN | 1 |
| | GENEVA COLL | BEAVER FALLS | 1 |
| | GETTYSBURG COLL | GETTYSBURG | 3 |
| | HAVERFORD COLL | HAVERFORD | 55 |
| | INDIANA UNIV OF PENN | INDIANA | 157 |
| | KUTZTOWN UNIV OF PENN | KUTZTOWN | 67 |
| | LA SALLE UNIV | PHILADELPHIA | 26 |
| | LAFAYETTE UNIV | EASTON | 53 |
| | LEBANON VALLEY COLL | ANNVILLE | 5 |
| | LEHIGH UNIV | BETHLEHEM | 22 |
| | LINCOLN UNIV | LINCOLN UNIV | 10 |
| | LOCK HAVEN UNIV | LOCK HAVEN | 47 |
| | LYCOMING COLL | WILLIAMSPORT | 2 |
| | MESSIAH COLL | GRANTHAM | 2 |
| | MUHLENBERG COLL | ALLENTOWN | 11 |
| | NEUMANN COLL | ASTON | 3 |
| | PENN COLL OF OPTOMETRY | PHILADELPHIA | 1 |
| | PENN STATE U-UNIV PK CAM | UNIVERSITY PARK | 386 |
| | PENN, UNIV OF | PHILADELPHIA | 115 |
| | PHILA COLL OF THE BIBLE | LANGHORNE | 15 |
| | ROSEMONT COLL | ROSEMONT | 8 |
| | SCRANTON, UNIV OF | SCRANTON | 6 |

TOTAL STUDY ABROAD STUDENTS REPORT
SORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT (CURRENT) |
|---|---|---|---|
| | SLIPPERY ROCK UNIV | SLIPPERY ROCK | 132 |
| | ST FRANCIS COLL | LORETTO | 1 |
| | ST JOSEPH'S UNIV | PHILADELPHIA | 49 |
| | ST VINCENT COLL | LATROBE | 3 |
| | SUSQUEHANNA UNIV | SELINSGROVE | 43 |
| | TEMPLE UNIV | PHILADELPHIA | 443 |
| | THIEL COLL | GREENVILLE | 2 |
| | URSINUS COLL | COLLEGEVILLE | 7 |
| | VILLA MARIA COLL | ERIE | 2 |
| | WASHINGTN & JEFFERSN COLL | WASHINGTON | 4 |
| | WEST CHESTER UNIV | WEST CHESTER | 20 |
| | WESTMINSTER COLL | NEW WILMINGTON | 5 |
| | WESTMINSTER THEOL SEM | PHILADELPHIA | 19 |
| | WIDENER UNIV | CHESTER | 4 |
| PA | | TOTAL: | 3,610 |
| PR | | | |
| | PR RIO PIEDRAS, UNIV OF | RIO PIEDRAS | 30 |
| PR | | TOTAL: | 30 |
| RI | | | |
| | BRYANT COLL | SMITHFIELD | 17 |
| | PROVIDENCE COLL | PROVIDENCE | 43 |
| | RHODE ISLAND SCH DESIGN | PROVIDENCE | 37 |
| | RHODE ISLAND, UNIV OF | KINGSTON | 41 |
| RI | | TOTAL: | 135 |
| SC | | | |
| | CLEMSON UNIV | CLEMSON | 119 |
| | COKER COLL | HARTSVILLE | 1 |
| | COLUMBIA COLL | COLUMBIA | 3 |
| | CONVERSE COLL | SPARTANBURG | 63 |
| | FRANCIS MARION COLL | FLORENCE | 2 |
| | SC COLUMBIA CAMPUS, U OF | COLUMBIA | 101 |
| | WINTHROP COLL | ROCK HILL | 10 |
| | WOFFORD COLL | SPARTANBURG | 15 |
| SC | | TOTAL: | 314 |
| SD | | | |
| | SIOUX FALLS COLL | SIOUX FALLS | 2 |
| | | | 31 |

TOTAL STUDY ABROAD STUDENTS REPORT
SORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT |
|---|---|---|---|
| SD | | TOTAL: | 2 |
| TN | | | |
| | AUSTIN PEAY STATE UNIV | CLARKSVILLE | 5 |
| | BELMONT COLL | NASHVILLE | 19 |
| | CARSON-NEWMAN COLL | JEFFERSON CITY | 25 |
| | DAVID LIPSCOMB COLL | NASHVILLE | 1 |
| | EAST TENN STATE UNIV | JOHNSON CITY | 78 |
| | KING COLL | BRISTOL | 36 |
| | MARYVILLE COLL | MARYVILLE | 3 |
| | MILLIGAN COLL | MILLIGAN COLL | 2 |
| | RHODES COLL | MEMPHIS | 150 |
| | TENN KNOXVILLE, UNIV OF | KNOXVILLE | 61 |
| | TENN MARTIN, UNIV OF | MARTIN | 27 |
| | TENN WESLEYAN COLL | ATHENS | 2 |
| | TUSCULUM COLL | GREENEVILLE | 2 |
| | VANDERBILT UNIV | NASHVILLE | 216 |
| TN | | TOTAL: | 627 |
| TX | | | |
| | ABILENE CHRISTIAN UNIV | ABILENE | 11 |
| | BAYLOR UNIV | WACO | 132 |
| | DALLAS, UNIV OF | IRVING | 179 |
| | HOUSTON BAPTIST UNIV | HOUSTON | 14 |
| | HOUSTON CLEAR LAKE CITY,U | HOUSTON | 35 |
| | LAMAR UNIV | BEAUMONT | 70 |
| | MIDWESTERN STATE UNIV | WICHITA FALLS | 8 |
| | NORTH TEXAS STATE UNIV | DENTON | 60 |
| | OUR LADY OF LAKE UNIV | SAN ANTONIO | 1 |
| | RICE UNIV | HOUSTON | 43 |
| | SOUTHERN METHODIST UNIV | DALLAS | 414 |
| | SOUTHWEST TEXAS STATE U | SAN MARCOS | 136 |
| | SOUTHWESTERN ADVNTST COLL | KEENE | 3 |
| | SOUTHWESTERN ASSEMB GOD C | WAXAHACHIE | 8 |
| | SOUTHWESTERN UNIV | GEORGETOWN | 53 |
| | ST EDWARD'S UNIV | AUSTIN | 2 |
| | ST MARY'S UNIV | SAN ANTONIO | 6 |
| | ST THOMAS, UNIV OF | HOUSTON | 28 |
| | TEX A&M UNIV MAIN CAMPUS | COLLEGE STATION | 265 |
| | TEX AUSTIN, UNIV OF | AUSTIN | 164 |
| | TEX CHRISTIAN UNIV | FORT WORTH | 30 |
| | TEX EL PASO, UNIV OF | EL PASO | 6 |
| | TEX HLTH SCI CTR HOUSTN,U | HOUSTON | 19 |
| | TEX TECH UNIV | LUBBOCK | 48 |

IDIAL_SIUDY_ABBOAD_SIUDENIS_BEPOBI
SOBIED_BY_UNIVEBSIIY_SIAIE_AND_CIIY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT CUBBENI_= |
|---|---|---|---|
| | TEX WESLEYAN COLL | FORT WORTH | 44 |
| | TRINITY UNIV | SAN ANTONIO | 55 |
| | WEST TEXAS STATE UNIV | CANYON | 35 |
| TX | | TOTAL: | 1,919 |
| UT | | | |
| | SNOW COLL | EPHRAIM | 8 |
| | UTAH STATE UNIV | LOGAN | 43 |
| UT | | TOTAL: | 51 |
| VA | | | |
| | BLUEFIELD COLL | BLUEFIELD | 2 |
| | BRIDGEWATER COLL | BRIDGEWATER | 11 |
| | EASTERN MENNONITE COLL | HARRISONBURG | 104 |
| | GEORGE MASON UNIV | FAIRFAX | 23 |
| | HOLLINS COLL | HOLLINS COLLEGE | 60 |
| | JAMES MADISON UNIV | HARRISONBURG | 98 |
| | LONGWOOD COLL | FARMVILLE | 19 |
| | MARY BALDWIN COLL | STAUNTON | 11 |
| | MARY WASHINGTON COLL | FREDERICKSBURG | 8 |
| | MARYMOUNT UNIV | ARLINGTON | 3 |
| | OLD DOMINION UNIV | NORFOLK | 9 |
| | RADFORD UNIV | RADFORD | 14 |
| | RANDOLPH-MACON WOMAN'S C | LYNCHBURG | 47 |
| | RICHMOND, UNIV OF | U OF RICHMOND | 65 |
| | SWEET BRIAR COLL | SWEET BRIAR | 145 |
| | VIRGINIA MAIN CAMPUS,U OF | CHARLOTTESVILLE | 191 |
| | VIRGINIA MILITARY INST | LEXINGTON | 10 |
| | VIRGINIA POLY INST & ST U | BLACKSBURG | 138 |
| | VIRGINIA UNION UNIV | RICHMOND | 1 |
| | VIRGINIA WESLEYAN COLL | NORFOLK | 1 |
| | WILLIAM & MARY, COLL OF | WILLIAMSBURG | 150 |
| VA | | TOTAL: | 1,110 |
| VT | | | |
| | BENNINGTON COLL | BENNINGTON | 33 |
| | GODDARD COLL | PLAINFIELD | 1 |
| | JOHNSON STATE COLL | JOHNSON | 6 |
| | MARLBORO COLL | MARLBORO | 2 |
| | MIDDLEBURY COLL | MIDDLEBURY | 371 |
| | SOUTHERN VERMONT COLL | BENNINGTON | 4 |
| | TRINITY COLL | BURLINGTON | 3 |

IOIAL_SIUDY_ABROAD_SIUDENIS_BEPORI
SORIED_BY_UNIVERSIIY_SIAIE_AND_CIIY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT SUBMITTED |
|---|---|---|---|
| | VERMONT, UNIV OF | BURLINGTON | 245 |
| VT | | TOTAL: | 565 |
| WA | | | |
| | CENTRAL WASHINGTON UNIV | ELLENSBURG | 25 |
| | CLARK COLL | VANCOUVER | 2 |
| | EASTERN WASHINGTON UNIV | CHENEY | 31 |
| | EVERGREEN STATE COLL | OLYMPIA | 4 |
| | GONZAGA UNIV | SPOKANE | 107 |
| | PACIFIC LUTHERAN UNIV | TACOMA | 94 |
| | PUGET SOUND, UNIV OF | TACOMA | 14 |
| | SEATTLE UNIV | SEATTLE | 37 |
| | SKAGIT VALLEY COLL | MOUNT VERNON | 3 |
| | SPOKANE FALLS CMTY COLL | SPOKANE | 10 |
| | WALLA WALLA COLL | COLLEGE PLACE | 33 |
| | WASHINGTON STATE UNIV | PULLMAN | 133 |
| | WASHINGTON, UNIV OF | SEATTLE | 278 |
| | WESTERN WASHINGTON UNIV | BELLINGHAM | 185 |
| | WHITMAN COLL | WALLA WALLA | 44 |
| | WHITWORTH COLL | SPOKANE | 39 |
| WA | | TOTAL: | 1,039 |
| WI | | | |
| | BELOIT COLL | BELOIT | 52 |
| | CARDINAL STRITCH COLL | MILWAUKEE | 1 |
| | CARTHAGE COLL | KENOSHA | 16 |
| | LAWRENCE UNIV | APPLETON | 161 |
| | MARQUETTE UNIV | MILWAUKEE | 226 |
| | RIPON COLL | RIPON | 39 |
| | ST NORBERT COLL | DE PERE | 35 |
| | WISCONSIN EAU CLAIRE,U OF | EAU CLAIRE | 216 |
| | WISCONSIN LA CROSSE, U OF | LA CROSSE | 33 |
| | WISCONSIN MADISON, U OF | MADISON | 257 |
| | WISCONSIN MILWAUKEE, U OF | MILWAUKEE | 132 |
| | WISCONSIN PLATTEVL, U OF | PLATTEVILLE | 429 |
| | WISCONSIN RIVER FLS, U OF | RIVER FALLS | 48 |
| | WISCONSIN STEVNS PNT,U OF | STEVENS POINT | 305 |
| | WISCONSIN STOUT, UNIV OF | MENOMONIE | 48 |
| | WISCONSIN WHITEWATER,U OF | WHITEWATER | 35 |
| WI | | TOTAL: | 2,033 |

TOTAL STUDY ABROAD STUDENTS REPORT
SORTED BY UNIVERSITY STATE AND CITY

| STATE | UNIVERSITY NAME | CITY | STUDY ABROAD STUDENT COUNT (CURRENT) |
|---|---|---|---|
| WV | | | |
| | MARSHALL UNIV | HUNTINGTON | 3 |
| | WEST VA UNIV | MORGANTOWN | 148 |
| WV | | TOTAL: | 151 |
| WY | | | |
| | WYOMING, UNIV OF | LARAMIE | 13 |
| WY | | TOTAL: | 13 |
| | | GRAND TOTAL: | 49,383 |

--- END OF REPORT ---

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